MULTIMEDIA COMMUNICATIONS STANDARDS

This document was prepared by:

Office of Career Readiness, Adult Learning, and Education Options
Nevada Department of Education
755 N. Roop Street, Suite 201
Carson City, NV 89701

www.doe.nv.gov

Draft for review by the Nevada State Board of Education on
December 9, 2021

NEVADA STATE BOARD OF EDUCATION

Felicia Ortiz ..... President
Mark Newburn ..... Vice President
René Cantú ..... Member
Katie Coombs ..... Member
Katherine Dockweiler ..... Member
Russell Fecht ..... Member
Tamara Hudson ..... Member
Tim Hughes ..... Member
Cathy McAdoo ..... Member
Mike Walker ..... Member
Christina Nguyen ..... Student Representative

NEVADA DEPARTMENT OF EDUCATION

Jhone M. Ebert
Superintendent of Public Instruction

Craig Statucki, Director
Office of Career Readiness, Adult Learning, and Education Options

VISION

All Nevadans ready for success in the 21st century

MISSION

To improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence

TABLE OF CONTENTS

ACKNOWLEDGEMENTS

The development of Nevada career and technical standards and assessments is a collaborative effort sponsored by the Office of Career Readiness, Adult Learning, and Education Options at the Department of Education. The Department of Education relies on teachers and industry representatives who have the technical expertise and teaching experience to develop standards and performance indicators that truly measure student skill attainment. Most important, however, is recognition of the time, expertise and great diligence provided by the writing team members in developing the career and technical standards for Multimedia Communications.

STANDARDS DEVELOPMENT MEMBERS

Tina Cordes	Teacher	Fernley High School, Fernley
Matt Mayhood	Teacher	East Career and Technical Academy, Las Vegas
James Black	Teacher	Desert Pines High School, Las Vegas
Christine Pavesich	Teacher	WCTA High School, Las Vegas
Monique Gaudin	Project Facilitator	Clark County School District, Las Vegas
Mikel Gough	Teacher	Desert Pines High School, Las Vegas
Jessica Kennedy	Teacher	Rancho High School, Las Vegas
Brian Bolton	Teacher	Reno High School, Reno
Kevin Kirk	Teacher	Clark High School, Las Vegas

BUSINESS AND INDUSTRY VALIDATION

All CTE standards developed through the Nevada Department of Education are validated by business and industry through one or more of the following processes: (1) the standards are developed by a team consisting of business and industry representatives; or (2) a separate review panel was coordinated with industry experts to ensure the standards include the proper content; or (3) the adoption of nationally recognized standards endorsed by business and industry.

The Multimedia Communications standards were validated through a complete review by an industry panel.

PROJECT COORDINATOR

Melissa Scott, Assistant Director
Office of Career Readiness, Adult Learning, and Education Options
Nevada Department of Education

INTRODUCTION

The standards in this document are designed to clearly state what the student should know and be able to do upon completion of an advanced high school Multimedia Communications program. These standards are designed for a two-credit course sequence that prepares the student for a technical assessment directly aligned to the standards.

These exit-level standards are designed for the student to complete all standards through their completion of a program of study. These standards are intended to guide curriculum objectives for a program of study.

The standards are organized as follows:

- **Content Standards** are general statements that identify major areas of knowledge, understanding, and the skills students are expected to learn in key subject and career areas by the end of the program.
- **Performance Standards** follow each content standard. Performance standards identify the more specific components of each content standard and define the expected abilities of students within each content standard.
- **Performance Indicators** are very specific criteria statements for determining whether a student meets the performance standard. Performance indicators may also be used as learning outcomes, which teachers can identify as they plan their program learning objectives.

The crosswalk and alignment section of the document shows where the performance indicators support the Nevada Academic Content Standards. Where correlation with an academic content standard exists, students in the Multimedia Communications program perform learning activities that support, either directly or indirectly, achievement of the academic content standards that are listed.

All students are encouraged to participate in the career and technical student organization (CTSO) that relates to the Multimedia Communications program. CTSOs are co-curricular national organizations that directly reinforce learning in the CTE classroom through curriculum resources, competitive events, and leadership development. CTSOs provide students the ability to apply academic and technical knowledge, develop communication and teamwork skills, and cultivate leadership skills to ensure college and career readiness.

The Employability Skills for Career Readiness identify the “soft skills” needed to be successful in all careers and must be taught as an integrated component of all CTE course sequences. These standards are available in a separate document.

The **Standards Reference Code** is only used to identify or align performance indicators listed in the standards to daily lesson plans, curriculum documents, or national standards. The Standards Reference Code is an abbreviated name for the program, and the content standard, performance standard and performance indicator are referenced in the program standards. This abbreviated code for identifying standards uses each of these items. For example, MMC is the Standards Reference Code for Multimedia Communications. For Content Standard 2, Performance Standard 3 and Performance Indicator 4 the Standards Reference Code would be MMC.2.3.4.

CONTENT STANDARD 1.0: INTEGRATE CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOs)*

PERFORMANCE STANDARD 1.1: EXPLORE THE HISTORY AND ORGANIZATION OF CTSOS

1.1.1 Discuss the requirements of CTSO participation/involvement as described in Carl D. Perkins Law

1.1.2 Research nationally recognized CTSOs

1.1.3 Investigate the impact of federal and state government regarding the progression and operation of CTSOs (e.g., Federal Statutes and Regulations, Nevada Administrative Code [NAC], Nevada Revised Statues [NRS])

PERFORMANCE STANDARD 1.2: DEVELOP LEADERSHIP SKILLS

1.2.1 Discuss the purpose of parliamentary procedure

1.2.2 Demonstrate the proper use of parliamentary procedure

1.2.3 Differentiate between an office and a committee

1.2.4 Discuss the importance of participation in local, regional, state, and national conferences, events, and competitions

1.2.5 Participate in local, regional, state, or national conferences, events, or competitions

1.2.6 Describe the importance of a constitution and bylaws to the operation of a CTSO chapter

PERFORMANCE STANDARD 1.3: PARTICIPATE IN COMMUNITY SERVICE

1.3.1 Explore opportunities in community service-related work-based learning (WBL)

1.3.2 Participate in a service learning (program related) and/or community service project or activity

1.3.3 Engage with business and industry partners for community service

PERFORMANCE STANDARD 1.4: DEVELOP PROFESSIONAL AND CAREER SKILLS

1.4.1 Demonstrate college and career readiness (e.g., applications, resumes, interview skills, presentation skills)

1.4.2 Describe the appropriate professional/workplace attire and its importance

1.4.3 Investigate industry-standard credentials/certifications available within this Career Cluster™

1.4.4 Participate in authentic contextualized instructional activities

1.4.5 Demonstrate technical skills in various student organization activities/events

PERFORMANCE STANDARD 1.5: UNDERSTAND THE RELEVANCE OF CAREER AND TECHNICAL EDUCATION (CTE)

1.5.1 Make a connection between program standards to career pathway(s)

1.5.2 Explain the importance of participation and completion of a program of study

1.5.3 Promote community awareness of local student organizations associated with CTE programs

*Refer to the program of study Curriculum Framework for appropriate CTSO(s).

CONTENT STANDARD 2.0: ELEMENTS AND PRINCIPLES OF DESIGN AND COMPOSITION

PERFORMANCE STANDARD 2.1: DESCRIBE ELEMENTS AND PRINCIPLES OF DESIGN

- 2.1.1 Analyze the applications of color, line, shape, texture, size, and value in samples of work
- 2.1.2 Explain the elements of design
- 2.1.3 Analyze the principles of balance, contrast, alignment, rhythm, repetition, movement, harmony, emphasis, and unity
- 2.1.4 Describe the principles of design through various drawing techniques
- 2.1.5 Analyze guidelines for composition (simplicity, rule of thirds, point of view, focal point, proportion/scale, exposure, and framing)
- 2.1.6 Demonstrate guidelines for composition
- 2.1.7 Use critical thinking skills to describe, interpret, analyze, and make judgments about composition

PERFORMANCE STANDARD 2.2: EXPLAIN COMPOSITION

- 2.2.1 Discuss text, fonts, colors, title safe area, lower thirds, and placement
- 2.2.2 Enhance a project using appropriate graphics
- 2.2.3 Enhance a project using appropriate visual effects (picture-in-picture, motion graphics, etc.)
- 2.2.4 Evaluate possible shooting locations for a project (sound, lighting, environment, etc.)
- 2.2.5 Create and incorporate titles and other graphics in a production

CONTENT STANDARD 3.0: MEDIA PLATFORMS, (PHOTOGRAPHY, GRAPHIC DESIGN, AUDIO, VIDEO, WEB, LIVE EVENTS

PERFORMANCE STANDARD 3.1: DEMONSTRATE KNOWLEDGE OF THE TRENDS OF MULTIMEDIA COMMUNICATIONS

3.1.1 Research the major technological developments as related to multimedia communications

3.1.2 Describe the past, present, and future of multimedia communications

3.1.3 Identify eras in art history as applicable to art, media, design, architecture, etc.

3.1.4 Identify the major organizations/institutions involved with the multimedia communications industry

PERFORMANCE STANDARD 3.2: IDENTIFY THE VARIOUS COMPONENTS OF MULTIMEDIA COMMUNICATIONS

3.2.1 Describe considerations for communications at live events

3.2.2 Explain the role of news stories and reporting

3.2.3 Discuss the use of mobile applications as a communications tool

3.2.4 Analyze the use of websites and online integrations

3.2.5 Compare communications used in advertising and promotional campaigns

3.2.6 Explain uses of social media platforms

CONTENT STANDARD 4.0: LEGAL AND ETHICAL ISSUES IN PROJECT DEVELOPMENT

PERFORMANCE STANDARD 4.1: EXPLAIN LEGAL AND ETHICAL ISSUES FOR PROJECT DEVELOPMENT

- 4.1.1 Explain and practice the proper use of release forms
- 4.1.2 Describe elements of a business contract
- 4.1.3 Research the purpose of non-disclosure agreements (NDAs)
- 4.1.4 Practice ethical and legal use of social media and online platforms
- 4.1.5 Debate the concept of censorship
- 4.1.6 Identify types of disabilities that should be considered when designing content

PERFORMANCE STANDARD 4.2: EXPLAIN THE LEGAL AND ETHICAL USE OF CONTENT

- 4.2.1 Describe ethical issues related to image manipulation
- 4.2.2 Debate the fair-use law
- 4.2.3 Explain libel, slander, privacy, and copyright laws
- 4.2.4 Describe methods used to protect intellectual property, copyrights, trademarks, etc.
- 4.2.5 Explain legal and ethical acquisition and use of materials, giving attribution using established methods
- 4.2.6 Define terms applicable to ethics and laws (plagiarism, copyright law, libel, slander, etc.)

PERFORMANCE STANDARD 4.3: EXPLAIN LEGAL AND ETHICAL ISSUES AS IT RELATES TO THE WORKPLACE ENVIRONMENT

- 4.3.1 Describe and analyze ethics related issues in the workplace environment
- 4.3.2 Compare and contrast security measures taken in various formats and/or workplace environment
- 4.3.3 Discuss the impact of bias in the workplace
- 4.3.4 Explain technology related security issues in the workplace environment

CONTENT STANDARD 5.0: PROPER USE OF PRODUCTION TOOLS AND TECHNIQUES

PERFORMANCE STANDARD 5.1: DEMONSTRATE EFFECTIVE USE OF CAMERA EQUIPMENT

- 5.1.1 Compare and contrast various camera types
- 5.1.2 Define camera settings (ISO, aperture, and shutter speed)
- 5.1.3 Describe and utilize the basic elements of exposure
- 5.1.4 Describe lenses, accessories, and their functions
- 5.1.5 Demonstrate the functions and uses of camera mounting devices (tripods, Steadicam, etc.)
- 5.1.6 Demonstrate adjustments of focal length and shutter speed
- 5.1.7 Describe and utilize the basic elements of exposure (ISO, aperture, and shutter speed)
- 5.1.8 Troubleshoot and resolve routing and connectivity issues
- 5.1.9 Discuss how to set up and execute a multi-camera shoot for various settings (conference, sporting event, live performance, streaming, etc.)

PERFORMANCE STANDARD 5.2: DEMONSTRATE PROPER USE OF LIGHTING EQUIPMENT

- 5.2.1 Utilize various light sources (natural light, diffusers, reflectors, portable lights, etc.) and white balance
- 5.2.2 Demonstrate one-, two-, and three-point lighting techniques
- 5.2.3 Describe the purpose of light meters
- 5.2.4 Use lighting for Chroma key techniques for compositing (green screen, virtual sets, weather maps, etc.)
- 5.2.5 Adjust angle and intensity of lighting sources to emphasize mood, look, or design

PERFORMANCE STANDARD 5.3: DEMONSTRATE PROPER USE OF AUDIO EQUIPMENT

- 5.3.1 Compare and contrast the types, uses, and pick-up patterns of various microphones
- 5.3.2 Demonstrate proper placement of microphones for effective audio
- 5.3.3 Connect microphone(s) to various audio equipment using the proper cables and/or adapters
- 5.3.4 Execute different methods of gathering sound (room tone, sound effects, dialogue, etc.)
- 5.3.5 Evaluate shooting locations for audio quality (sound, environment, etc.)
- 5.3.6 Adjust audio levels for single or multiple inputs

PERFORMANCE STANDARD 5.4: PRACTICE PRODUCTION, PLANNING, AND EXECUTION

- 5.4.1 Research, discuss, and demonstrate various production types
- 5.4.2 Design a workflow and pre-production plan
- 5.4.3 Implement production plan
- 5.4.4 Perform field production jobs to include camera, lighting, and sound technician
- 5.4.5 Understand the value of the production team and individual roles
- 5.4.6 Utilize production techniques to meet post-production content needs
- 5.4.7 Identify proper post-production media output format based on proposed use (.jpg, .mov, .pdf, etc.)
- 5.4.8 Manage proper media storage and file structure
- 5.4.9 Produce a prerecorded and a live video to meet an intended message and audience

CONTENT STANDARD 6.0: MARKETING CONCEPTS AND SOCIAL MEDIA

PERFORMANCE STANDARD 6.1: UTILIZE MARKETING INFORMATION SYSTEMS

6.1.1 Create a marketing plan and budget
6.1.2 Describe the need for marketing information
6.1.3 Demonstrate research techniques used in marketing
6.1.4 Utilize market research to determine target market and genre
6.1.5 Explain the use of search engine optimization (SEO) tactics for digital marketing
6.1.6 Examine media analytics
6.1.7 Create keywords and descriptions (meta tags) to be utilized in web content for search engine optimization (SEO)

PERFORMANCE STANDARD 6.2: DEMONSTRATE THE NATURE AND SCOPE OF ADVERTISING

6.2.1 Define advertising
6.2.2 Analyze the cost and benefit of various forms of advertising
6.2.3 Describe components of a marketing campaign
6.2.4 Explain the nature of digital advertising (texting, gaming, virtual worlds, banner ads, pop-up ads, native advertising, pay-per-click ads, search engine optimization (SEO) consideration, etc.)

PERFORMANCE STANDARD 6.3: DEMONSTRATE COMPREHENSION OF BRANDING AND TARGET MARKETING

6.3.1 Define and explore target markets
6.3.2 Select strategies for maintaining and building fan support
6.3.3 Explain public relations and its relationship with customers, media, and government officials
6.3.4 Describe the use of crisis management in public relations
6.3.5 Analyze customers' buying motives and decisions as they relate to a target market
6.3.6 Explain the need to build a product or service brand
6.3.7 Analyze the key factors in building clientele
6.3.8 Categorize publicity as positive or negative and explain its effects on a business
6.3.9 Compare and contrast the differences between employee, customer, and community relations
6.3.10 Explain the role of customer service in positioning, imaging, and social media
6.3.11 Develop a media guide

PERFORMANCE STANDARD 6.4: DEMONSTRATE COMPREHENSION OF SOCIAL MEDIA MANAGEMENT

6.4.1 Explain usage and purpose of different social media platforms
6.4.2 Define elements and format specifications needed for various platforms
6.4.3 Develop a social media campaign
6.4.4 Discuss impact of emerging trends in technology and social media
6.4.5 Compare and use social media schedulers and management tools for consistency
6.4.6 Integrate a method to measure results with analytic tools
6.4.7 Identify key influencers and followers to help shape future iterations

CONTENT STANDARD 7.0: PROFESSIONAL COMMUNICATION

PERFORMANCE STANDARD 7.1: EVALUATE INFORMATION FROM VARIOUS SOURCES

- 7.1.1 Describe the process of gathering factual information
- 7.1.2 Identify resources to conduct valid research
- 7.1.3 Accurately attribute all sources correctly
- 7.1.4 Practice proper interview techniques
- 7.1.5 Select interviewee(s) and location appropriate for the topic
- 7.1.6 Contact interviewee(s) and schedule interview(s)
- 7.1.7 Recognize the differences between biased and unbiased questions and answers
- 7.1.8 Develop open-ended questions to elicit in-depth responses
- 7.1.9 Improvise questions based on the interviewee's responses

PERFORMANCE STANDARD 7.2: WRITE CONTENT FOR MULTIMEDIA COMMUNICATION

- 7.2.1 Create stories that contain a logical beginning, middle, and end
- 7.2.2 Determine appropriate writing formats for various industries and context
- 7.2.3 Write scripts that convey a variety of desired story elements (leads, VO, SOT, VO/SOT, news package, etc.)
- 7.2.4 Develop storyboards and scriptwriting for effective preproduction and visualization

PERFORMANCE STANDARD 7.3: DEMONSTRATE EFFECTIVE VERBAL COMMUNICATION TECHNIQUES

- 7.3.1 Develop proper presentation techniques for appropriate media communication
- 7.3.2 Critique various styles of delivering information
- 7.3.3 Conduct a client briefing
- 7.3.4 Develop proper speaking techniques for appropriate media communication
- 7.3.5 Discuss and differentiate voice, tone, and style as it applies to presentations

CONTENT STANDARD 8.0: CONTENT CREATION

PERFORMANCE STANDARD 8.1: DEMONSTRATE EFFECTIVE WEBSITE DEVELOPMENT

- 8.1.1 Demonstrate basic HTML and block-coded web development tools
- 8.1.2 Generate project ideas through the use of thumbnails, roughs, mock-ups, wireframes, etc.
- 8.1.3 Optimize websites for compliance, readability, and accessibility
- 8.1.4 Compare and contrast web vs mobile applications
- 8.1.5 Develop user interface based on desired outcome
- 8.1.6 Monitor validity of hyperlinks
- 8.1.7 Identify content management systems (CMS) (Word Press, Joomla, etc.)
- 8.1.8 Integrate social media platforms
- 8.1.9 Discuss Search Engine Optimization (SEO) and analytics
- 8.1.10 Evaluate and revise products based on critiques

PERFORMANCE STANDARD 8.2: DEMONSTRATE EFFECTIVE GRAPHIC LAYOUT AND DESIGN TECHNIQUES

- 8.2.1 Create various print/digital publications using industry appropriate software (newsletters, certificates, brochures, and flyers)
- 8.2.2 Create tables, charts, and graphs to depict information
- 8.2.3 Evaluate color, text, and layout
- 8.2.4 Apply image sizing, cropping, orientation, and resolution adjustment
- 8.2.5 Discuss text, fonts, colors, title safe area, lower thirds, and placement
- 8.2.6 Apply effective use of negative space, composition, message structure, graphics, etc.
- 8.2.7 Evaluate and revise products based on critiques

PERFORMANCE STANDARD 8.3: DEMONSTRATE EFFECTIVE AUDIO/VISUAL TECHNIQUES

- 8.3.1 Create various motion media projects using industry appropriate software
- 8.3.2 Explain the impact of editing on continuity, performance, and emphasis
- 8.3.3 Apply the principles of editing to a production project
- 8.3.4 Adjust audio levels for single or multiple tracks
- 8.3.5 Discuss the importance of sound editing (sound effects, Foley, room tone, etc.) segment
- 8.3.6 Discuss export options relative to usage
- 8.3.7 Generate various audio/visual productions
- 8.3.8 Evaluate and revise products based on critiques

PERFORMANCE STANDARD 8.4: DEMONSTRATE PHOTOGRAPHY TECHNIQUES

- 8.4.1 Create various photography projects using industry appropriate software
- 8.4.2 Demonstrate digital asset input and management
- 8.4.3 Demonstrate editing techniques
- 8.4.4 Demonstrate effective output techniques

CONTENT STANDARD 9.0: CAREER EXPLORATION AND BUSINESS SKILLS

PERFORMANCE STANDARD 9.1: PREPARE AND EXPLORE CAREER OPPORTUNITIES

- 9.1.1 Develop and maintain portfolios and resumes
- 9.1.2 Research job opportunities using skills in multimedia

PERFORMANCE STANDARD 9.2: APPLY WORKPLACE SKILLS TO PRODUCTION PROJECTS

- 9.2.1 Identify and locate all safety equipment in media labs and on location (first aid kit, fire extinguisher, etc.)
- 9.2.2 Practice time management in order to meet production deadlines
- 9.2.3 Conduct peer and self-evaluations using rubrics
- 9.2.4 Explain the elements of the critique process, including a respect for peer work and the ability to give and receive dispassionate criticism
- 9.2.5 Demonstrate effective application processes
- 9.2.6 Research and practice various interview methods

PERFORMANCE STANDARD 9.3: EXPLAIN BUSINESS CONCEPTS

- 9.3.1 Discuss the qualities of responsible business ownership
- 9.3.2 Research opportunities for remote workers, freelancers, etc.
- 9.3.3 Analyze the value of your services
- 9.3.4 Analyze and explain corporate structure
- 9.3.5 Analyze entrepreneurship concepts

This Page was Intentionally Left Blank.

CROSSWALKS AND ALIGNMENTS

CROSSWALKS (ACADEMIC STANDARDS)

The crosswalk of the Multimedia Communications Standards shows links to the Nevada Academic Content Standards. The crosswalk identifies the performance indicators in which the learning objectives in the Multimedia Communications program support academic learning. The performance indicators are grouped according to their content standard and are crosswalked to the Nevada Academic Content Standards in English Language Arts, Mathematics, and Science.

ALIGNMENTS (MATHEMATICAL PRACTICES)

In addition to correlation with the Nevada Academic Content Standards for Mathematics, many performance indicators support the Mathematical Practices. The following table illustrates the alignment of the Multimedia Communications Standards Performance Indicators and the Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Multimedia Communications program support academic learning.

ALIGNMENTS (SCIENCE AND ENGINEERING PRACTICES)

In addition to correlation with the Nevada Academic Content Standards for Science, many performance indicators support the Science and Engineering Practices. The following table illustrates the alignment of the Multimedia Communications Standards Performance Indicators and the Science and Engineering Practices. This alignment identifies the performance indicators in which the learning objectives in the Multimedia Communications program support academic learning.

CROSSWALKS (COMMON CAREER TECHNICAL CORE)

The crosswalk of the Multimedia Communications Standards shows links to the Common Career Technical Core. The crosswalk identifies the performance indicators in which the learning objectives in the Multimedia Communications program support the Common Career Technical Core. The Common Career Technical Core defines what students should know and be able to do after completing instruction in a program of study. The Multimedia Communications Standards are crosswalked to the Arts, A/V Technology and Communications Career Cluster™ and the Journalism and Broadcasting Career Pathway.

This Page was Intentionally Left Blank.

CROSSWALK OF MULTIMEDIA COMMUNICATIONS STANDARDS AND THE NEVADA ACADEMIC CONTENT STANDARDS

CONTENT STANDARD 1.0: INTEGRATE CAREER AND TECHNICAL STUDENT ORGANIZATIONS (CTSOS)

Performance Indicators	Nevada Academic Content Standards
1.1.1	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
1.1.2	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
1.1.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Performance Indicators	Nevada Academic Content Standards
1.2.1	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
1.2.4	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
1.2.5	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
1.4.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Performance Indicators	Nevada Academic Content Standards
1.4.2	**English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
1.4.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
1.4.4	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
1.4.5	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Performance Indicators	Nevada Academic Content Standards
1.5.2	**English Language Arts: Language Standards** L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. **English Language Arts: Speaking and Listening Standards** SL.11-12.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CONTENT STANDARD 2.0: ELEMENTS AND PRINCIPLES OF DESIGN AND COMPOSITION

Performance Indicators	Nevada Academic Content Standards
2.1.2	**English Language Arts: Reading Standards for Informational Text** RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
2.1.4	**English Language Arts: Reading Standards for Informational Text** RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
2.1.7	**English Language Arts: Reading Standards for Informational Text** RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
2.2.1	**English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
2.2.5	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CONTENT STANDARD 3.0: MEDIA PLATFORMS (PHOTOGRAPHY, GRAPHIC DESIGN, AUDIO, VIDEO, WEB, LIFE EVENTS)

Performance Indicators	Nevada Academic Content Standards
3.1.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
3.1.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
3.1.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. **Social Studies: World History & Geography** SS.9-12.WH.16 Describe the factors that shape group, national, or individual identity, including but not limited to: institutions, religion, language, social class, geography, culture, and society.
3.1.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
3.2.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.1 Write arguments focused on discipline-specific content.
3.2.3	**English Language Arts: Speaking and Listening Standards** SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
3.2.5	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

Performance Indicators	Nevada Academic Content Standards
3.2.6	**English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.1 Write arguments focused on discipline-specific content. WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CONTENT STANDARD 4.0: LEGAL AND ETHICAL ISSUES IN PROJECT DEVELOPMENT

Performance Indicators	Nevada Academic Content Standards
4.1.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
4.1.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
4.1.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
4.1.4	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
4.1.5	**English Language Arts: Speaking and Listening Standards** SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
4.1.6	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Performance Indicators	Nevada Academic Content Standards
4.2.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
4.2.2	**English Language Arts: Speaking and Listening Standards** SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
4.2.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
4.2.4	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
4.2.5	**English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
4.2.6	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
4.3.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.1 Write arguments focused on discipline-specific content.

Performance Indicators	Nevada Academic Content Standards
4.3.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
4.3.3	**English Language Arts: Speaking and Listening Standards** SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
4.3.4	**English Language Arts: Speaking and Listening Standards** SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD 5.0: PROPER USE OF PRODUCTION TOOLS AND TECHNIQUES

Performance Indicators	Nevada Academic Content Standards
5.1.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
5.1.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
5.1.3	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
5.1.4	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
5.1.7	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
5.1.9	**English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Performance Indicators	Nevada Academic Content Standards
5.2.3	**English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
5.3.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
5.3.5	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.
5.4.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
5.4.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Performance Indicators	Nevada Academic Content Standards
5.4.7	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
5.4.9	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CONTENT STANDARD 6.0: MARKETING CONCEPTS AND SOCIAL MEDIA

Performance Indicators	Nevada Academic Content Standards
6.1.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6.1.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
6.1.5	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research. **English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
6.1.6	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
6.1.7	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6.2.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
6.2.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Performance Indicators	Nevada Academic Content Standards
6.2.4	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. **English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
6.3.1	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
6.3.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
6.3.4	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
6.3.6	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
6.3.8	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Performance Indicators	Nevada Academic Content Standards
6.3.9	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
6.3.10	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.1 Write arguments focused on discipline-specific content.
6.3.11	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
6.4.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.1 Write arguments focused on discipline-specific content. WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.
6.4.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
6.4.4	**English Language Arts: Speaking and Listening Standards** SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
6.4.5	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Performance Indicators	Nevada Academic Content Standards
6.4.7	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

CONTENT STANDARD 7.0: PROFESSIONAL COMMUNICATION

Performance Indicators	Nevada Academic Content Standards
7.1.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
7.1.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
7.1.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
7.1.4	**English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)
7.1.7	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
7.1.8	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
7.1.9	**English Language Arts: Speaking and Listening Standards** SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Performance Indicators	Nevada Academic Content Standards
7.2.1	**English Language Arts: Writing Standards** W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. W.11-12.3a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. W.11-12.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. W.11-12.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). W.11-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. W.11-12.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
7.2.3	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2e Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
7.2.4	**English Language Arts: Writing Standards** W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
7.3.1	**English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
7.3.2	**English Language Arts: Speaking and Listening Standards** RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Performance Indicators	Nevada Academic Content Standards
7.3.3	**English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
7.3.4	**English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)
7.3.5	**English Language Arts: Speaking and Listening Standards** SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)

CONTENT STANDARD 8.0: CONTENT CREATION

Performance Indicators	Nevada Academic Content Standards
8.1.4	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
8.1.7	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
8.1.9	**English Language Arts: Speaking and Listening Standards** SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
8.2.5	**English Language Arts: Speaking and Listening Standards** SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
8.3.2	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
8.3.6	**English Language Arts: Speaking and Listening Standards** SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
8.3.7	**English Language Arts: Speaking and Listening Standards** SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CONTENT STANDARD 9.0: CAREER EXPLORATION AND BUSINESS SKILLS

Performance Indicators	Nevada Academic Content Standards
9.1.1	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
9.1.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
9.2.4	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
9.2.5	**English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
9.2.6	**English Language Arts: Speaking and Listening Standards** SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)
9.3.1	**English Language Arts: Speaking and Listening Standards** SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Performance Indicators	Nevada Academic Content Standards
9.3.2	**English Language Arts: Reading Standards for Literacy in Science and Technical Subjects** RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. **English Language Arts: Writing Standards for Literacy in Science and Technical Subjects** WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

ALIGNMENT OF MULTIMEDIA COMMUNICATIONS STANDARDS AND THE MATHEMATICAL PRACTICES

Mathematical Practices	Multimedia Communications Performance Indicators
1. Make sense of problems and persevere in solving them.	5.2.5; 5.3.5
2. Reason abstractly and quantitatively.	
3. Construct viable arguments and critique the reasoning of others.	2.1.7 6.1.6; 6.2.2 8.1.9
4. Model with mathematics.	2.1.5 5.1.6; 5.2.3, 5.2.5 6.1.1; 6.2.2 8.1.1; 8.2.4; 8.3.5
5. Use appropriate tools strategically.	8.2.2
6. Attend to precision.	5.4.2, 5.4.3
7. Look for and make use of structure.	
8. Look for and express regularity in repeated reasoning.	2.1.7 8.3.9 9.3.3

ALIGNMENT OF MULTIMEDIA COMMUNICATIONS STANDARDS AND THE SCIENCE AND ENGINEERING PRACTICES

Science and Engineering Practices	Multimedia Communications Performance Indicators
1. Asking questions (for science) and defining problems (for engineering).	5.2.5; 5.3.5
2. Developing and using models.	8.2.2
3. Planning and carrying out investigations.	5.1.6; 5.3.6 6.4.6 8.2.2
4. Analyzing and interpreting data.	2.1.7 6.1.6; 6.2.2 8.1.9
5. Using mathematics and computational thinking.	2.1.5 5.1.6; 5.2.3, 5.2.5 6.1.1; 6.2.2 8.1.1; 8.2.2; 8.3.5
6. Constructing explanations (for science) and designing solutions (for engineering).	5.4.2, 5.4.3
7. Engaging in argument from evidence.	
8. Obtaining, evaluating, and communicating information.	2.1.7 8.3.9 9.3.3

CROSSWALKS OF MULTIMEDIA COMMUNICATIONS STANDARDS AND THE COMMON CAREER TECHNICAL CORE

Arts, A/V Technology and Communications Career Cluster™	Performance Indicators
1. Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology and Communications Career Cluster™.	9.1.1-9.1.2
2. Analyze the importance of health, safety and environmental management systems, policies and procedures common in arts, audio/video technology and communications activities and facilities.	4.1.2; 4.3.1, 4.3.4 9.2.1
3. Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.	
4. Analyze the legal and ethical responsibilities required in the arts, audio/visual technology and communications workplace.	4.1.3-4.1.5; 4.2.1-4.2.6 4.3.1-4.3.4
5. Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology and Communications Career Pathways.	9.1.1, 9.1.2
6. Evaluate technological advancements and tools that are essential to occupations within the Arts, A/V Technology and Communications Career Cluster™.	3.1.1-3.1.4

Journalism and Broadcasting Career Pathway	Performance Indicators
1. Describe the diversity of functions within the Journalism and Broadcasting Career Pathway.	3.1.4
2. Demonstrate writing processes used in journalism and broadcasting.	7.2.1-7.2.4
3. Plan and deliver a media production (e.g., broadcast, video, Internet, mobile).	2.1.6; 2.2.5 5.1.6; 5.2.1-5.2.5 5.4.1-5.4.9 6.1.1; 6.3.11 8.1.1-8.1.10; 8.2.1-8.2.7 8.3.1-8.3.9, 8.4.1-8.4.4 9.2.1-9.2.6
4. Demonstrate technical support related to media production (e.g., broadcast, video, Internet, mobile).	5.1.8; 5.3.6 6.4.2, 6.4.6